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ABSTRACT

A study investigated influences on attrition in Japanese second language instruction in one U.S. university. Subjects were students enrolled in the fall semester of beginning (n=134 students) and intermediate (n=79) levels of Japanese courses. In the fifth week of classes, students were administered a series of questionnaires to gather data on five foreign language affective variables (Japanese-speaking anxiety, language class risk-taking, language class sociability, strength of motivation, attitude toward the Japanese class), types of motivation (concern for grade, reasons for studying Japanese), and student personal background. Final grades were also considered. Data were analyzed to determine which variable were predictors of probability for distinguishing continuing from non-continuing student. Results indicate that learners' final grades and strength of motivation were significant contributors to predictions of attrition in both beginning and intermediate classes. Pedagogical implications are discussed. Questionnaires are appended. Contains 28 references. (MSE)

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Factors of Attrition in Japanese Language Enrollments

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The status of Japanese as a foreign language in the United States has risen dramatically in the past ten years, to the extent that Japanese has become the fifth most commonly taught language in U.S. institutions of higher education. Yet, the student attrition rate for Japanese courses has been reported to be as much as 80%. The present study investigates factors possibly contributing to attrition in Japanese language classes at the university level. Variables included in this study are students' affective variables (for example, attitudes, motivation, and classroom personality), their backgrounds (for example, year in school, major, and length of stay in Japan), and their final grades. Statistical analyses revealed that learners' final grades and strength of motivation are significant contributors to predictions of attrition in both beginning and intermediate classes. Several pedagogical implications are discussed in relation to achievement and motivational factors.

INTRODUCTION

Americans' perceptions of the study of Japanese as a foreign language have undergone dramatic changes in the past ten years. No longer is Japanese perceived as an esoteric language. On the contrary, by 1990 it had become "the fifth most commonly taught" (Modern Language Association, 1990) language in U.S. institutions of higher education. Despite this increase in popularity, the attrition rate for Japanese learners has been reported to be "as much as 80%" (Mills, Samuels, and Sherwood, 1987, p. 19). Among the reasons cited are (1) the inherent difficulty of the language, (2) curriculum conflicts, (3) a lack of programs available locally for the interested student, and (4) the absence of a future payoff that acts as an incentive for students to devote the time and effort needed to learn this language. While these reasons are intuitively appealing, to date little empirical evidence exists to delineate the sources of attrition in Japanese language enrollments (e.g., Kataoka, 1986; Jorden and Lambert, 1991). Furthermore, research in second/foreign language education generally focuses on students who are currently enrolled in language classes and tends to neglect students who have already dropped out for one reason or another. With the high attrition rate among Japanese language students, there is an urgent need to critically examine why students discontinue Japanese language studies and how the high attrition rate might be curtailed.

The present study investigates possible contributing factors related to attrition in Japanese language classes at the university level. Variables included in

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this study are students' affective variables (e.g., attitudes, motivation, and class room personality), their backgrounds (e.g., year in school, major, and length of time spent in Japan), and their final grades. The strategic role of Japan in the world and the importance of the USA-Japan relationship both demand that we prepare more students who are linguistically as well as culturally competent in Japanese. The findings of the present study will contribute not only toward a better understanding of why students decide not to continue studying Japanese language but also toward improving instructional approaches and teacher training.

THE THEORETICAL FRAMEWORK

Motivation, Attitudes, and Student Enrollment Attrition

Research in student enrollment attrition in second/foreign language classes has been scarce. Researchers (e.g., Gardner and Lambert, 1972; Gardner, 1985) have explored possible relationships among motivation/attitudes, persistence, and second/foreign language learning and have identified characteristics of continuing students and discontinuing students. In Canada, for example, Gardner and Smythe (1975) studied ninth-, tenth-, and eleventh-grade students of French in Ontario. The results of their study indicated that motivational and attitudinal differences were more consistent predictors for continuing and discontinuing students than were differences in aptitude. Similarly, Gardner, Smythe, Clement, and Gliksman (1976) conducted a three-year longitudinal study to examine the role of attitudes and motivation from different perspectives, such as second language achievement, language dropouts, and classroom behavior of students at five grade levels (5, 7, 9, 10, and 11) learning French as a second language in seven different geographic regions in Canada. The results of the study revealed that clusters of motivational factors such as motivational intensity, desire to learn French, and attitudes toward learning French correlated the highest with the intention to continue or discontinue French study the following year.

In Australia, Baldauf and Lawrence (1990) examined high attrition rates among 459 eighth grade students studying foreign languages (French, Japanese, and Indonesian) in high schools. Two major sources were hypothesized as significant contributing factors for the high attrition rates: variables related to students' sociocultural background (such as socioeconomic status, gender, and achievement) and those related to their affective domain (e.g., integrative and instrumental motivation, personal attributes, parental influence, and teacher influence). Results of the study revealed that, in the affective domain, variables such as integrative motivation, parental influence, instrumental motivation, teacher influence, and personal attributes, in that order, were significant factors, while in sociocultural background factors such as gender (50% of girls continuing as compared with 38% of boys), achievement, and language teachers

were significant variables in student attrition rates.

In the United States, Bartley (1970), using the Foreign Language Attitude Scale, investigated the "importance of the attitude factor in language dropout" (p. 383) among eighth-grade students enrolled in German, French, and Spanish classes. According to Bartley, there was a significant difference between the "dropout" group and the "continuing" group in their attitudes toward the target languages. Furthermore, the attitude of the dropout group deteriorated significantly in six months while that of the continuing group remained stable. Similarly, Ramage (1990) investigated 138 high-school students who were learning French or Spanish. The study revealed that students are more likely to continue the study of French or Spanish if they are not taking it as a requirement, if they receive high grades in class, if they are interested in cultures, and if they are interested in becoming proficient in the target language. One of the most significant findings, however, is that "continuers attributed low importance to fulfilling a requirement as a reason for taking a foreign language and instead indicated other reasons such as an interest in culture and an interest in attaining proficiency in all language skills" (p. 201). In other words, the continuing students are more intrinsically motivated while the discontinuing students are extrinsically motivated. Furthermore, a noteworthy finding in this study is that learners' attitudes toward the target language and the teacher did not account for their discontinuation, because they had "fairly positive attitudes toward the teacher and course" (p. 211), contrary to what earlier studies discovered (Gardner and Smythe, 1975; Gardner et al., 1976).

Attrition Among Japanese Language Students

As mentioned earlier, to date, there are little existing data on possible causes for attrition among Japanese language students at the postsecondary level. A study by Kataoka (1986) examined reasons for attrition of Japanese language learners at three different universities. Forty-six percent of them gave a heavy course load and/or conflict as the most likely reason, while six percent of the students gave poor performance as the most likely reason for discontinuing Japanese. Twenty-one percent of the students gave graduation and/or transfer as the reason. Kataoka states that engineering and science students' attrition rate is high due to the demanding nature of their major course work, although they are among the best students in Japanese classes.

A survey conducted by Jorden and Lambert (1991) also provides interesting insights into why postsecondary Japanese language students might decide to discontinue from three different perspectives (program director, teacher, and students). Program directors and teachers tend to attribute the reasons for attrition to the general difficulty of the language, the time required for preparation, a general lack of time, and the time it takes to reach useful proficiency. Stu-

dents give reasons such as leaving school and schedule conflict, not the general difficulty of the language, for discontinuing Japanese language study. The authors recommend a further "in-depth study of high enrollment attrition—its causes and its possible cures" (p. 182).

Based on the review of the literature, the present study investigates possible contributing factors for attrition in university-level Japanese language enrollments. In particular, the study examines learners' affective variables such as attitudes, motivation, and classroom personality, level of achievement, and student backgrounds as possible sources for the continuation or discontinuation of Japanese language classes.

The following research questions were explored in this study.

1. What student characteristics contribute to predicting attrition in Japanese language classes at the university level? Are there different characteristics depending on language levels (beginning and intermediate level)?

2. What motivation types contribute to predicting attrition in enrollments for beginning and intermediate level university Japanese students?

METHODOLOGY

Subjects

The subjects were 213 students enrolled in the fall semester of beginning (134) and intermediate (79) levels of Japanese courses at a southwestern university (see Table 1). Among the beginning-level students, by gender there were 75 male and 59 female students; by year in school there were 45 freshmen, 33 sophomores, 24 seniors, and 16 graduate students. Of the 79 intermediate students, 43 were males and 36 were females. Four of this group were freshmen, 20 were sophomores, 17 were juniors, 31 were seniors, and 7 were graduate students. One student of this group was a non-status student.

Instruction

Beginning Japanese classes met for six hours a week, and intermediate classes met five hours a week for fifteen weeks during fall and spring semesters. Instruction in the beginning and intermediate classes were designed to develop the four skills and cultural understanding. In the classroom, more time was allocated for speaking and listening activities (60%) than reading and writing activities (40%). Classroom instruction for the beginning level was conducted at a rate of five days per one lesson. The first three days were devoted to the introduction of new vocabulary and grammar and oral activities; the fourth day focused on reading and writing activities; and the fifth day was spent on communicative activities based on daily situations in order to encourage use and retention of the grammar and vocabulary introduced during the week. Intermediate classes were organized similarly to the beginning classes; however, because there were fewer classroom hours,

Table 1
Summary of Student Enrollment of First Semester of Beginning and Intermediate Classes (N = 213)

	Language Level			
	Beginning (n=134)		Intermediate (n=79)	
	n	P (%)	n	P (%)
Gender:				
Male	75	56	43	54
Female	59	44	36	46
Year in School:				
Freshman	45	33	4	5
Sophomore	33	25	20	25
Junior	24	18	17	22
Senior	16	12	31	39
Graduate	16	12	7	9
Major:				
JPN/ANS	7	5	7	9
Liberal Arts	26	20	18	23
BUS/ECO	38	28	21	27
NS/CS/EN	33	25	17	21
COM/EDU	15	11	10	13
Others	15	11	6	7

Notes:
1. Data in Table 1 are rounded to the nearest whole number.
2. A major uses abbreviation as follows: ANS = Asian Studies, BUS = Business, COM = Communication, CS = Computer Science, ECO = Economics, EDU = Education, JPN = Japanese, and NS = Natural Science.

oral activities were encouraged more in the classroom, while reading and writing were primarily assigned as homework.[1]

The Instruments and Procedure

During the fifth week of the fall semester, a series of questionnaires was administered in the beginning and intermediate Japanese classes in order to collect data on five foreign language affective variables (Japanese-speaking anxiety, language class risktaking, language class sociability, strength of motivation, and attitude toward the Japanese class), types of motivations, and students' personal backgrounds. The questionnaire included a total of forty-one (41) items (Appendix A). Each item was followed by a six-point Likert response scale, with the alternatives labeled: "strongly disagree," "moderately disagree," "slightly disagree," "slightly agree," "moderately agree," and "strongly agree." The instruments were adapted from Ely (1984, 1986). The following were the measuring instruments used in the study:

1. **Japanese Speaking Anxiety**.
(Cronbach alpha = .89) This scale is designed to measure the degree of anxiety, self-consciousness, or embarrassment felt when learners speak Japanese in the classroom. The scale was originally named Language Class Discomfort (Ely) and consists of five items.

2. **Language Class Risktaking**.
(Cronbach alpha = .80) This scale is designed to measure a student's tendency to assume risks by using Japanese in class. The scale consists of six items.

3. **Language Class Sociability**.
(Cronbach alpha = .78) This scale is designed to measure the degree of willingness to interact with others in the Japanese class by means of Japanese. The scale consists of five items.

4. **Strength of Motivation**.
(Cronbach alpha = .67) This scale is designed to measure a student's motivational commitment to learn Japanese. The scale consists of seven items.

5. **Attitude toward the Japanese Class.**
(Cronbach alpha = .86) This scale is designed to measure a student's attitude toward the Japanese class. The scale consists of four items.

6. **Concern for Grade**.
There are two items to assess a student's concern for grades.

7. **Motivation Type**.
There are twelve items to measure student's reasons for studying Japanese. The scale consists of three subscales:

Motivation Type A characterizes students' desire for cultural broadening and belief in the importance of foreign language study, and there were seven items in the scale (Cronbach alpha = .83). Motivation Type B contains three items and characterizes expected usefulness in one's career (Cronbach alpha = .70). Finally, Motivation Type C depicts students' need to fulfill foreign language requirements and is measured by two items (Cronbach alpha = .67).

8. **Final Grade**.[2] Final grade (percentage) for both beginning and intermediate students were measured by combining their cumulative scores on daily quizzes, lesson quizzes, oral exams, final exam, and homework assignments.

Students also filled out a form that included questions on the student's gender, year in school, academic major, length of time spent in Japan (living or visiting), and amount of time spent studying Japanese outside of class (Appendix B). Students' final course grades (percentages) for the semester were obtained at the end of the semester as a global measure of performance (Chastain, 1975; Horwitz et al. 1991; Comeau, 1992; Samimy and Tabuse, 1992; Aida, 1994). The Japanese language program is coordinated in such a way as to provide uniform instructional guidelines and assessment instruments across all levels of instruction. At the end of the following semester, the students who continued or did not continue were identified and entered into the data set for statistical analysis.

Data Analysis

The collected data were examined using logistic regression in order to determine which variables significantly contributed to the prediction of probability for distinguishing continuing students from discontinuing students in the first- and second-year classes. While a variety of multivariate statistical techniques may be employed to predict a binary dependent variable from a set of independent variables, when the dependent variable has only two values, namely, continuing and discontinuing students, logistic regression seems to be the most appropriate (Norusis, 1990). Independent variables included in the first analysis were five foreign language affective variables (Japanese-speaking anxiety, language class risktaking, language class sociability, strength of motivation, and attitude toward the Japanese class), students' personal backgrounds (gender, year in school, length of time spent in Japan, and time spent for study), and final grades, all of which provided a comprehensive picture of the student's perspectives on studying Japanese.

The second analysis was conducted using logistic regression to determine which motivational type is important for attrition in the beginning and intermediate Japanese classes. Three types of motivations, Type A, B, and C, were included in the analysis.

RESULTS AND DISCUSSION

The results of the analysis as they pertain to each research question are as follows.

Research Question 1

What student characteristics contribute to predicting attrition in Japanese language classes at the university level? Are there different characteristics depending on language levels, that is, beginning and intermediate level?

As shown in Table 2, attrition rates were 45% and 32% for beginning and intermediate students, respectively. Logistic regression identified the characteristics that distinguished continuing or discontinuing students at each level. Significant predictive characteristics for the beginning students based on Wald statistics (see Table 3) are as follows:

Final Grades ($r = -.33$, $p < .001$)
Strength of Motivation ($r = -.23$, $p < .01$)
Year in school ($r = .26$, $p < .01$)
Gender ($r = -.19$, $p < .01$)
Length of Time Spent in Japan ($r = -.17$, $p < .05$)
Attitudes toward Language Class ($r = .11$, $p < .05$)

Overall, the prediction successfully classified 76.3% of the students who did not continue.

In other words, among the beginning students, those who are likely not to enroll in the second semester of beginning-level Japanese classes were characterized as receiving low grades, having weak motivation, and having a negative attitude toward their Japanese class. Furthermore, female students are more likely not to continue compared to male students and as the learner's year in school increases (e.g., graduate students are less likely to continue studying Japanese after the first semester). Importantly, students who have spent more time in Japan as a visitor or resident are more likely to continue to the second semester.

With the intermediate students, logistic regression identified the following discriminating variables between continuing and discontinuing students (see Table 4):

Final Grades ($r = -.30$, $p < .05$)
Strength of Motivation ($r = -.28$, $p < .01$)
Speaking Anxiety ($r = -.20$, $p < .05$)

In other words, among the intermediate students, those who are likely to drop out of the Japanese classes were characterized as receiving low grades, having weak motivation, and having high speaking anxiety.

The results of the logistic regressions reveal some common characteristics in terms of predicting variables for attrition. For both beginning and intermediate students, final grades and strength of motivation are important discriminating variables. In fact, among the variables entered in the equation, students' final grades had the strongest predicting power ($p < .001$), suggesting that the lower the students' grades, the higher the probability there is for them to discontinue

Table 2
Summary of Attrition of Beginning and Intermediate Japanese Classes: Year in School and Gender (N = 213).

	Language Level							
	Beginning (n = 134)				Intermediate (n = 79)			
	Cont.		Discont.		Cont.		Discont.	
	n	P(%)	n	P(%)	n	P(%)	n	P(%)
Year in school								
Freshman	27	60	18	40	3	67	1	33
Sophomore	21	64	12	36	14	70	6	30
Junior	12	50	12	50	13	76	4	24
Senior	8	50	8	50	20	65	11	35
Graduate	6	37	10	63	4	57	3	43
Total	74	55	60	45	54	68	25	32
Gender								
Male	45	60	30	40	26	60	17	40
Female	29	49	30	51	28	78	8	22
Total	74	55	60	45	54	68	25	32

Note: Data are rounded to the nearest whole number.

Table 3
Variables in the Equation Summary Table of Beginning Japanese Class

Variables	ß	R	Exp(ß)
Final Grade***	-.1853	-.3300	8308
Year in school**	.2151		
2 vs. 1, 3, 4, 5	.7087	.0000	2.0314
3 vs. 1, 2, 4, 5*	1.9860	.1525	7.2860
4 vs. 1, 2, 3, 5**	2.1705	1739	8.7630
5 vs. 1, 2, 3, 4***	3.6164	.2603	37.2016
Length in Japan*	-1.7600	-.1665	.1721
Gender (1)**	-.7715	-.1922	.4623
Strength of Motivation**	-1.6317	-.2371	.1956
Attitudes toward* Language Class	.8238	.1068	2.2791

Notes:
1. * = p < .05. ** = p < .01. *** = p < .001.
2. Year in school is as follows: 1 = Freshmen, 2 = Sophomore, 3 = Junior, 4 = Senior and 5 = Graduate.

Table 4
Variables in the Equation Summary Table of Intermediate Japanese Class

Variables	ß	R	Exp (ß)
Final Grade***	-.1086	-.3008	8971
Speaking Anxiety*	.7994	-.2010	.4496
Strength of Motivation**	17.5713	-.2778	.2551

Note: * = p < .05. ** = p < .01. *** = p < .001.

their Japanese study. As Burstall (1975) states, "Achievement variables have a more powerfully determining effect on later behavior than attitudinal variables" (p. 399); in this case, the decision to continue or discontinue the study of Japanese language can depend more on the final grades the students receive than the attitudes they have toward the class.

Grades are very important to students since they are popularly used as an indicator of their academic success or failure. The results of the logistic regressions suggest that the decision to continue or discontinue Japanese is largely dependent upon the grades the students receive. In particular, in the foreign language learning setting as opposed to the second language setting, learners' need for achievement plays an important role in language learning (Dornyei, 1994). Those students who received low grades may have decided to drop the course out of a fear of failure, while the students with good grades may have felt encouraged to pursue further study in Japanese.

Strength of motivation was another salient predictive variable for attrition for both beginning and intermediate students. In other words, those students who were willing to put time and energy into the study of Japanese were likely to persist. This finding is consistent with earlier findings on motivation, language learning, and attrition. (e.g., Gardner and Smythe, 1975, Gardner et al., 1976; Ramage, 1990; Samimy and Tabuse, 1992).

In addition, there were other characteristics predicting attrition between beginning and intermediate students. With the beginning students, four other variables were found to be important: gender, length of stay in Japan, year in school, and attitude toward language class. As shown in Table 2, 51 percent of the female students and 40 percent of the male students dropped out of their Japanese classes. This contradicts one of the findings presented by Baldauf and Lawrence (1990), who found that 50 percent of the females continued foreign language study as compared with 38 percent of the males. Further study is necessary to ascertain the role of gender in Japanese class attrition.

The fact that the length of time spent in Japan was found to be a significant variable for predicting attrition for the beginning students should be noted. This finding suggests that if students have prior exposure to the language and culture before they take formal Japanese instruction, they are more likely to continue to study Japanese. It may be that actually experiencing the language and culture demonstrates the functional value of mastering Japanese and motivates them to persist.

Year in school was a significant contributor to predictions of attrition. As students' year in school increases, the attrition rate becomes higher. As shown in Table 2, ranked by year in school, graduate students had the highest attrition rates, 63 percent for beginning-level and 43 percent for intermediate-level students, respec-

tively. Some possible reasons are that language courses are not counted as graduate credits, that graduate students who are not Japanese majors may drop the language courses when schedule conflicts occur with their majors, and that the students lack the time for preparation, as Jorden and Lambert (1991) discovered in their survey.

Lastly, the evidence that attitude toward the language class was a significant variable for prediction indicates that students who cannot enjoy the Japanese class are more likely not to continue. If students have the motivation to study, types of activities and selection of materials in the class may be important as well as the role of the instructor in making the learning experience more meaningful and enjoyable.

Speaking anxiety was found to be an important predictive variable for attrition among intermediate students; that is to say, those students who felt anxious and awkward speaking Japanese tend to discontinue the study of Japanese. Earlier anxiety studies (e.g., Horwitz and Young, 1991; Young, 1992) have pointed out that a behavioral factor such as cutting class may be a manifestation of anxiety. It is quite possible, then, that when anxiety becomes debilitating, a learner may decide to drop the study of Japanese altogether in order to avoid further pain or discomfort. As the learners' communicative competence becomes increasingly important in language classrooms, their anxiety associated with speaking a target language needs to be carefully examined, since among the four language skills it tends to produce the greatest amount of anxiety among language learners (Young, 1992).

Research Question 2

What motivation types contribute to predicting attrition in enrollments for beginning and intermediate university level Japanese students?

In order to examine to what extent motivation type contributes to attrition in beginning and intermediate Japanese enrollments, logistic regression was performed with motivation types A, B, and C. To recapitulate, type A motivation characterizes integrative motivation, which indicates students who choose to learn a language to identify with the target language group. Type B motivation is instrumental in nature and indicates students who relate the target language to career values. Type C motivation characterizes students who need to satisfy a language requirement (Ely, 1984).

As shown in Table 5, Type A motivation was predicted to be an important variable for beginning students, while, for intermediate students, Type B motivation was predicted to be an important variable to distinguish continuing and discontinuing students. Specifically, the results of the analysis indicate that for the beginning students, it was predicted that students with low integrative motivation are more likely to discontinue, while intermediate students with low instrumental motivation are

Table 5
Variables in the Equation Summary Table of Motivation Type

Levels	ß	R	Exp(ß)
Beginning			
Motivation A* (Integrative)	-.7006	-.1228	.4964
Intermediate			
Motivation B** (Instrumental)	-.0865	-.2703	.3394

Note: * = p < . 05. ** = p < .01

more likely to discontinue. In order to ascertain why different types of motivation affect attrition at two language levels, further research is needed. It should be noted, however, that unlike in Ramage's study (1990), type C motivation, that is, taking Japanese to fulfill a language requirement, was not a significant predictor for attrition.

CONCLUSIONS

The purpose of the present study was to predict possible contributing factors that distinguish between students who continue and those who do not continue in beginning- and intermediate-level Japanese courses. The results of the study indicate that achievement and motivation are the major discriminating factors at both language levels. This finding is fairly consistent with earlier studies of attrition in the commonly taught languages. The motivation type that best predicts continue/discontinue decisions, however, changes from the beginning to the intermediate level. Beginning students with low integrative motivation were less likely to continue, while intermediate students with lower levels of instrumental motivation were less likely to continue. In addition to grade and motivation, four other variables—gender, year in school, attitude toward Japanese class, and length of time spent in Japan—were also found to contribute to predicting attrition at the beginning level of Japanese. As students advance to the intermediate level, however, in addition to the fac-

tors of achievement and motivation, anxiety becomes the only other contributing factor to attrition.

IMPLICATIONS

What implications can be drawn from this study? With regard to the factor of achievement in attrition, it is normal for students not to continue when achievement is low at the end of the semester. What language teachers can do is to focus on students' learning processes during the semester. In other words, teachers need to make sure that students are actually learning what they are supposed to learn in the classroom by means of various forms of testing and evaluation. As teachers successfully detect problem areas, they need to effectively utilize that information to direct students attention to working on their own problem areas in such a way that overcoming these difficulties becomes a rewarding experience that reinforces their confidence and desire to succeed in Japanese.

One way of informing students of their progress may be to turn the responsibility over to the students themselves by establishing self-monitoring procedures. Portfolio assessment may be helpful for that purpose. Failure of learning can originate from student' unawareness of their problem areas. Becoming aware and responsible of their own learning processes is an important stage in their learning to become successful learners.

With regard to strengthening motivation, there are some excellent suggestions by Dornyei (1994). some of which are—

1. Let students see the relationship between effort and success so that they will attribute the outcome to their effort or the lack of effort.

2. Discuss with students the instrumental value of the target language.

3. Invite students to help select teaching materials to increase their interest and involvement.

In addition, it is critical to conduct a needs analysis periodically to ensure that the learners' diverse needs are being well met. As indicated in this study, approximately 30 percent or fewer of all students of Japanese come from the Liberal Arts College and over 50 percent are coming from technical and business fields; this fact needs to be attended when designing the program.

At the beginning level, the fact that students having stronger integrative motivation are more likely to continue suggests that we should attempt to foster the sense of genuine interest in and identification with the target culture. Ways to do this may include the effective use of authentic materials that tap into students' interests and needs at the early stage of beginning-level instruction (Koda, 1992; Saito, 1992; 1994). Some Japanese language instructors have expressed concern that this may be an

ideal but ultimately unrealistic objective because of the complexity of the writing system (Jorden and Lambert, 1991). They suggest that authentic materials will intimidate and overload students. As second language researchers (Lee, 1987; Allen, Bernhardt, Berry, and Demel, 1988) have demonstrated in their studies, however, language teachers tend to underestimate learners' potential for understanding authentic materials. In fact, students are capable of much more if they are positively challenged by "pedagogically-appropriate texts" (Swaffar, Arens, and Byrnes, 1991, p. 190). Authentic materials should be used much more in the beginning stage of learning Japanese, since they help to provide a reality framework, an ever expanding mental image of the target civilization in which to hold the bits and pieces of information students are rapidly accumulating. In this way, for students who have never been to Japan, association through video and realia can make the country, people, language, and culture a part of a meaningful learning experience.

Another way of motivating students in the university setting is to integrate the language program with other parts of the university, so that students from diverse areas can take advantage of various resources for Japanese language instruction. For example, opportunities such as seminars offered by other colleges or departments that are in some way related to Japan, summer programs in Japan or study abroad programs, and professional internships provide students with the means to establish their own goals, and these achievements energize the desire to continue.

With the advance of technology, various communication networks can be established through the internet, and this should also become a part of the curriculum. As students advance into the second year, a stronger sense of instrumental motivation seems to be important for those who continue. This renewed motivation indicates the importance of providing students with information about how they could use Japanese in their careers.

The present study primarily focused on learners' affective characteristics and achievement factors as possible contributing factors to attrition. In a future study, factors such as learners' beliefs about foreign language learning, perceived difficulty of a target language, and the role of teachers should be included. A longitudinal qualitative study could provide different and rich insights into the sources of attrition in Japanese classes.

NOTES:

1. Instruction:
   Beginning and Intermediate level instruction:
   At this level, the majority of the instructors are native speakers of Japanese. Only grammatical and cultural explanations are in English, all other class activities are conducted in Japanese.
2. Grading: Weights
   Beginning and Intermediate level instruction:
   Daily/lesson quizzes 50%

Oral exams	20.0%
Homework	10.0%
Final exam	20.0%

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APPENDIX A
AFFECTIVE FACTORS QUESTIONNAIRE

Japanese-Speaking Anxiety

1. I don't feel very relaxed when I speak Japanese in class.
2. Based on my class experience so far, I think that one barrier to my future use of Japanese is my discomfort when speaking.
3. At times, I feel somewhat embarrassed in class when I'm trying to speak.
4. I think I'm less self-conscious about actively participating in Japanese class than most the other students. (-)*
5. I sometimes feel awkward speaking Japanese.

Language Class Risktaking

1. I like to wait until I know exactly how to use a Japanese word before using it. (-)
2 I don't like trying out a difficult sentence in class. (-)
3. At this point, I don't like trying to express complicated ideas in Japanese in class. (-)
4. I prefer to say what I want in Japanese without worrying about the small details of grammar.
5. In class, I prefer to say a sentence to myself before I speak it. (-)
6. I prefer to follow basic sentence models rather than risk missing the language. (-)

Language Class Sociability

1. I'd like more class activities where the students use Japanese to get to know each other better.
2. I think learning Japanese in group is more fun than learning on my own.
3. I enjoy talking with the teacher and other students in Japanese.
4. I enjoy interacting with the other students in the Japanese class.
5 I think it's important to have a strong group spirit in the language classroom.

Strength of Motivation

1. Outside of class, I almost never think about what I'm learning in class. (-)
2. If possible, I would like to take a second-year Japanese course.
3. Speaking realistically, I would say that I don't try very hard to learn Japanese. (-)
4. I want to be able to use Japanese in a wide variety of situations.
5. I don't really have a great desire to learn a lot of Japanese. (-)
6. Learning Japanese well is not really a high priority for me at this point. (-)
7. Learning Japanese is valuable to me.

Attitude Toward the Japanese Class

1. I find Japanese class to be very boring. (-)
2. I would say that I'm usually very interested in what we do in Japanese class.

3. I don't really like the Japanese class. (-)
4. In general, I enjoy the Japanese class.

Concern for Grade

1. It is very important for me to get an A in Japanese this semester.
2. If I get a C in Japanese this semester, I will probably drop the course.

Motivation Type Cluster A

1. Because I want to learn about another culture to understand the world better.
2. Because I am interested in Japanese culture, history or literature.
3. Because I want to be able to speak more languages than just English.
4. Because I think foreign language study is part of a well-rounded education.
5. Because I want to be able to use it with Japanese-speaking friends.
6. Because I want to use Japanese when I travel to Japan.

Motivation Type Cluster B.

1. Because I feel it may be helpful in my future career.
2. Because it may make me a more qualified job candidate.
3. Because I want to be able to converse with Japanese speakers in the U.S.

Motivation Type Cluster C

1. Because I need it to fulfill the university foreign language requirement.
2. Because I need to study a foreign language as a requirement for my major.

* A minus sign indicates an item which is negative on the scale.

APPENDIX B
QUESTIONNAIRE

Note: This questionnaire is strictly confidential. This page will be removed and a number will be assigned to each questionnaire. The results will be recorded by number, not by name.

1. Name:
   _____

2. Sex:
   Male_____
   Female _____

3. Major:
   _____

4. Year in College:
   Freshman ___
   Sophomore_____
   Junior ___
   Senior ___
   Master ___
   Doctoral ___

5. Have you ever been to Japan?
   Yes ____
   No _____

   If yes, how long (total period of time)? _____

   For what purpose?____ _____

6. How many hours do you spend per day/per week on Japanese?
   Per day _____ per week _____